RESEARCH

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STREAMING IN TORONTO AND OTHER ONTARIO SCHOOLS: A REVIEW OF LITERATURE

RESEARCH REPORT NO. 157: (ISSN 0316-8786) (ISBN 0-88881-159-4)

ERIC NO.	ONTERIS NO.
ED193212	ON01916

AUTHORS: Maisy Cheng, Edgar Wright, Sylvia Larter

PUBLICATION DATE: September, 1980

NUMBER OF PAGES: 76

PRICE: $3.00

This report provides an overview of streaming in the Toronto school system and summarizes studies from Toronto and other Ontario school systems which have examined the relationships between streaming and the academic achievement, ethnic background, social origin and future placement of students.

The report delineates two types of relationships between streaming and student variables. One type of relationship is a direct outcome of criteria such as achievement and interest which are used for grouping students; the other type of relationship is an outcome of criteria such as ethnic background and socio-economic status.

The relationships are examined twice for the Toronto Board of Education; first by looking at data gathered from across the school system and second by presenting data associated with individual schools within the system.

The report contains a reference list of 50 items.

CO-OPERATIVE EDUCATION, CAREER EXPLORATION VISIT AND WORK EXPERIENCE WEEKS: AN EVALUATION

RESEARCH REPORT NO. 158: (ISSN 0316-8786) (ISBN 0-88881-160-8

	ERIC NO.	ONTERIS NO.
	ED198361	ON01950

AUTHORS: Avtar S. Dhanota, E. N. Wright, Maya Toplak

PUBLICATION DATE: December, 1980

NUMBER OF PAGES: 141

PRICE: $5.00

The report examines the perception of the work experience programs by the participating students, teachers and employers. Questionnaires and interview schedules were prepared based on the programs' goals. Information gathered through the instruments is presented for three work experience programs - co-operative education, career exploration visit, and work experience weeks.

A total of 825 students, 52 teachers and 155 employers responded to the surveys. A summary of each program's organization, goals, nature of careers explored and operational mode is discussed. Based upon the perceived goals, the report focuses on the successes and failures of the programs and includes the suggestions provided by the three groups of respondents. The report also includes a literature review which shows the wide variety of work experience programs which are being organized in North America and elsewhere. Although they often have some features in common, they vary in such details as target population, length, goals, criteria of success, etc.

THE SATELLITE LEARNING CENTER PROJECT AT BALMY BEACH SCHOOL

-DESCRIPTION AND EVALUATION-

RESEARCH REPORT NO. 159: (ISSN 0316-8786) (ISBN 0-88881-161-6)

ERIC NO. ED212067

ONTERIS NO. ON02396

AUTHOR: Sylvia J. Larter

PUBLICATION DATE: April, 1981

NUMBER OF PAGES: 53

PRICE: $2.50

This is a description and evaluation of one Toronto elementary school's attempt to meet the special education needs of students waiting to participate in special education programs which are filled to capacity. The resulting solution kept the students in their regular classrooms while an assistant (referred to as a satellite assistant) under the direction of a special education teacher moved from class to class to give the children individual special education. Case studies, interviews, classroom observation, logs and an attitude scale were used in the study.

A STUDY OF TWO TYPES OF SCHEDULING ARRANGEMENTS FOR GRADE 9 STUDENTS IN CENTRAL HIGH SCHOOL OF COMMERCE, 1980-1981

RESEARCH REPORT NO. 160: (ISSN 0316-8786) (ISBN 0-88881-162-4)

ERIC NO.	ONTERIS NO.
ED212068	ON02397

AUTHORS: Maisy Cheng, A. S. Dhanota, E. N. Wright

PUBLICATION DATE: September, 1981

NUMBER OF PAGES: 33

PRICE: $2.00

This study examines how grade 9 students with individualized timetables compare with students with group timetables in terms of school attitudes, attendance patterns and academic achievement.

It was found that there was little difference between the two timetable groups in overall attitudes, both in the fall and spring terms. The attitudes of both groups had become less favourable toward school in the spring.

The attendance pattern for students under the two types of timetables was similar.

There was little difference between the two timetable groups when average school marks were compared. There were no significant differences when mathematics marks were compared. However, when English marks were examined, students taking Level 5 courses in group timetabled classes consistently attained higher marks than their counterparts on individual timetables. Such differences in English marks were not found among Level 4 students.

When teachers were asked to express their opinions about the two types of timetables, there was no majority support for either. When students were asked to indicate their preference, the result was that while Level 5 students with each type of timetable preferred their own type of scheduling arrangement, Level 4 students, in general, did not have a clear-cut response pattern.

THE GRADE NINE STUDENT SURVEY: FALL 1980

RESEARCH REPORT NO 161:	(ISSN 0316-8786)	(ISBN 0-88881-163-2)
	ERIC NO.	ONTERIS NO.
	ED214965	ON02398

AUTHORS: E. N. Wright, A. S. Dhanota

PUBLICATION DATE: October, 1981

NUMBER OF PAGES: 77

PRICE: $3.00

The purpose of this survey was to provide information about the relationship of students' race, country of birth, mother tongue, family status and socioeconomic status to the type of secondary school stream in which the student was studying.

Roughly a quarter of the students identified themselves as belonging to a visible minority and roughly a quarter of those were born in Canada.

There is a complex interplay of factors related to students' level of study, but parent's occupation again emerges as a major factor. Females are more likely than males to be in university-oriented levels of study. Students speaking English and/or French as a mother tongue are more likely to be in university-oriented levels of study than those who don't, unless the latter are born in Canada. Students from single parent families are less likely to be in university-oriented levels of study. Asian students are more likely than white students, who are more likely than black students, to be in university-oriented levels of study.

RECENT RESEARCH RE LANGUAGE LEARNING AND CLASSROOM PROCESSES

RESEARCH REPORT NO. 162:	(ISSN 0316-8786)	(ISBN 0-88881-164-0)
	ERIC NO.	ONTERIS NO.
	ED215363	not yet known

AUTHORS: B. Fillion, E. N. Wright

PUBLICATION DATE: February, 1982

NUMBER OF PAGES: 48

PRICE: $2.50

This literature review gives considerable weight to several recent major British studies. It emphasizes educational processes which have a high probability of resulting in positive language development and performance and secondly it focuses on "alterable variables".

The literature review emphasizes teaching styles in classroom situations which result in pupils becoming actively engaged in the use of language (reading, writing, talking, listening) for purposes that they see as meaningful. The literature also suggests that children who come from socially or economically deprived environments must learn how to shift from dealing with concrete reality to the ability to manipulate new novel abstract concepts through the use of language. The literature on teaching styles identifies teachers who tended to be able to achieve these goals. They seem to be able to work with groups of pupils or even a whole class, continually challenging them yet ensuring that each individual is able to continue to work on his/her own with an understanding of what is expected.

The successful teacher uses thought-provoking questions during the instruction and challenges the pupils at their level of ability while providing lots of success and positive reinforcement, particularly to the less able students in the lower grades.

ISSUES IN EARLY CORE FRENCH

A SELECTIVE AND PRELIMINARY REVIEW OF THE LITERATURE, 1975-1981

RESEARCH REPORT NO. 163:	(ISSN 0316-8786)	(ISBN 0-88881-163-2)
	ERIC NO.	ONTERIS NO.
	not yet known	not yet known
AUTHOR:	H. H. Stern	
PUBLICATION DATE:	February 1982	
NUMBER OF PAGES:	87	
PRICE:	$3.00	

This literature review looked at core French, as opposed to immersion French in terms of starting grade, instructional time, instructional methods and French for the minority language child. For core French, starting age is less important than sometimes argued; neither starting age or grade level should outweigh such considerations as the appropriateness of the curriculum; the continuity of the instruction; the availability of appropriate staff and the provision of suitable and adequate learning materials.

While there are several factors that affect instructional time, it appears that for a core program intensive periods of instruction should be incorporated to enhance its effectiveness.

Instructional materials will have to emphasize continuity, integration and differentiation and educational quality if programs are to be strengthened and provide the best outcome.

With regard to pupils who learn French as a third or fourth language, the literature is reassuring and suggests that providing them with French will be providing them with an opportunity rather than a problem, since the minority language children could bring bilingual experience to learning the French language.

THE GRADE NINE STUDENT SURVEY: FALL 1981

RESEARCH REPORT NO. 164:	(ISSN 0316-8786)	(ISBN 0-88881-166-7)
	ERIC NO.	ONTERIS NO.
	not yet known	not yet known

AUTHORS: E. N. Wright, G. K. Tsuji, A. S. Dhanota

PUBLICATION DATE: November, 1982

NUMBER OF PAGES: 74

PRICE: $3.00

This survey is now done annually to provide information about the relationship of students' race, country of birth, mother tongue, family status and socioeconomic status to the type of secondary school stream in which the student was studying.

Over 25% of the students identified themselves as belonging to a visible minority (7.1% black, 14.8% Asian descent.)

Less than half the pupils describe their first language as "English only".

There is a complex interplay of factors related to students' level of study, but parents' occupation once again has the strongest relationship to the students' level of study. Data is also presented showing the relationship between level of study and race, level of study and family structure, level of study and region of birth, as well as level of study and whether or not English was a first language.

POST SECONDARY PLANS OF GRADE EIGHT STUDENTS AND RELATED VARIABLES

RESEARCH REPORT NO: 165:	(ISSN 0316-8786)	(ISBN 0-88881-167-5)
	ERIC NO.	ONTERIS NO.
	not yet known	not yet known
AUTHORS:	Sylvia Larter, Maisy Cheng, Sarah Capps, Marianne Lee	
PUBLICATION DATE:	October, 1982	
NUMBER OF PAGES:	194	
PRICE:	$6.00	

All grade eight students in the Toronto Board of Education along with two samples of them were involved in a three-stage study which focussed on four questions:

(1) How many students plan to go to university?

(2) Are those students who plan to go to university different from those who don't?

(3) Why do some students who feel they have the ability to go to university plan not to go?

(4) What are the most important ways in which grade eight students are influenced with respect to making post secondary plans?

Data were collected through a survey questionnaire, in-depth structured and unstructured interviews and classroom observation.

The students' post secondary plans are discussed as they relate to the variables of sex, cultural/ethnic background, socio-economic background, special education classes and values. The relative influence of friends, parents, guidance counsellors, guidance materials, siblings, principals, teachers, cultural activities, sex roles, money, marks/ability, media and personal hobbies/interests are also examined in detail.

CHARACTERISTICS OF STUDENTS NEW TO THE TORONTO SCHOOL SYSTEM, 1981-1982

RESEARCH REPORT NO. 166:	(ISSN 0316-8786)	(ISBN 0-88881-168-3)
	ERIC NO.	ONTERIS NO.
	not yet known	not yet known
AUTHORS:	G. K. Tsuji, E. N. Wright	
PUBLICATION DATE:	September, 1982	
NUMBER OF PAGES:	33	
PRICE:	$2.00	

The data in this report illustrates the composition of the school system at the junior kindergarten level. The way in which the population is modified by immigrants and migrants is demonstrated by the data on pupils who are new to the Toronto school system.

In 1981-1982, 81% of the junior kindergarten pupils had been born in Ontario, but only 33.8% of the new students in other grades had been born in Ontario; 18.3% of them had been born in the Far East, and 12.2% of them had been born in South-East Asia.

Data relating to family status was not present for many of the students, nor was data for socio-economic status. Over 20% of the junior kindergarten pupils and 40% of the other new arrivals did not have any information available.

THE PHYSICALLY HANDICAPPED AND HEALTH IMPAIRED CHILDREN: DO THEY PROSPER IN REGULAR TORONTO ELEMENTARY SCHOOLS?

RESEARCH REPORT NO. 167:	(ISSN 0316-8786)	(ISBN 0-88881-169-1)
	ERIC NO.	ONTERIS NO.
	not yet known	not yet known

AUTHORS: Sylvia Larter, Maisy Cheng, Betty Chandorkar, Mary Willet

PUBLICATION DATE: September, 1982

NUMBER OF PAGES: 305

PRICE: $8.00

This study is about physically handicapped and health impaired children attending regular Toronto elementary schools in either regular classes or special education classes defined as integrated. The purpose of the study was to determine whether the children prosper in the regular schools with respect to their academic, social, emotional, medical and physical needs.

The information was collected by testing and interviewing the children and by interviewing their parents, teachers and principals. Control children were also tested and the teachers completed rating scales about the children and their controls.

There were approximately 300 physically handicapped and health impaired children; most were health impaired. They had a wide variety of conditions, the most common being asthma, neuroconvulsive disorders, cardiac (and related disorders), diabetes and cerebral palsy. Very few were classified as severely handicapped, but close to 30% were neurologically impaired. Of the 300 children in the system, a highly representative sample of 88 became actively involved in the research activities.

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